

B3 Project Evaluation Tools: Performance Measures

- Complete the following table with the performance measures that will be utilized to measure your objectives in B2 Project Objective Template.
- Check the boxes next to the outcome chosen.
- Focus on quality over quantity (fewer measures but collected in a rigorous way so that the data is complete and accurate). An applicant does not have to utilize a measure in each category. A range of 2-5 outcomes is expected.
- Preferred measures are listed, though the applicant can choose to measure the outcome through other means if they provide a rationale.

Outcome	Name of Preferred Measures for Outcome
Behavior	
<input type="checkbox"/> Social-emotional well-being ^a	<ul style="list-style-type: none"> ● Mental Health Continuum-Short Form ● Youth Thrive™ Survey (full instrument) (Email for free instrument) ● Kessler-6 Distress Scale ● Ansell-Casey Life Skills Assessment: Youth Short Assessment ● Child and Adolescent Needs and Strengths (CANS) -Indiana Comprehensive ● Other: _____
<input type="checkbox"/> Attendance	<ul style="list-style-type: none"> ● Attendance rate reported to IDOE ● Other: _____
<input type="checkbox"/> Disciplinary actions	<ul style="list-style-type: none"> ● Number of suspensions (in-school/out-of-school) reported to IDOE ● Number of expulsions reported to IDOE ● Other: _____
<i>Rationale</i>	Explain here the instrument(s) chosen, whether adaptations were made (and what they were), or if other measurements were chosen. If other instruments were chosen, please explain the rationale, including the extent the instruments' reliability and validity, feasibility, and relevance.
Academic Performance	
<input type="checkbox"/> Student engagement ^b	<ul style="list-style-type: none"> ● High School Survey of Student Engagement (HSSE) (Email for free instrument) ● Motivated Strategies for Learning Questionnaire ● Other: _____
<input type="checkbox"/> Academic achievement	<ul style="list-style-type: none"> ● Percentage of homeless students passing both the ILEARN English/Language Arts and Math assessments, ● Percentage of homeless students passing both the IREAD-3 assessments ● Other: _____
<i>Rationale</i>	Explain here the instrument(s) chosen, whether adaptations were made (and what they were), or if other measurements were chosen. If other instruments were chosen, please explain the rationale, including the extent of the instruments' reliability and validity, feasibility, and relevance.

Promotion/Graduation	
<input type="checkbox"/> Student retention	<ul style="list-style-type: none"> ● Percentage of homeless students who advance to the next grade ● Percentage of homeless students advancing to the next grade and enrolled in the same school the following semester/school year ● Other: _____
<input type="checkbox"/> Graduation	<ul style="list-style-type: none"> ● Percentage of homeless students graduating high school within a certain timeframe ● Percentage of homeless students graduating high school with specific types of diplomas (e.g., Core-40 with academic or technical honors) ● Other: _____
<i>Rationale</i>	Explain here the instrument(s) chosen, whether adaptations were made (and what they were), or if other measurements were chosen. If other instruments were chosen, please explain the rationale, including the extent the instruments' reliability and validity, feasibility, and relevance.
Other Stakeholder Outcomes	
<input type="checkbox"/> Stable housing ¹	<ul style="list-style-type: none"> ● Housing Security Scale (HSS) ● Residential Time-Line Follow-Back Inventory (TLFB) ● Homeless Management Information System (HMIS) Data Standards for the Destination topic (p. 48) ● Other: _____
<input type="checkbox"/> Other	If there are one or more outcomes that the grantee is intent on measuring, or other measures used for the outcomes, they can list them in the table. However, they will need to provide a rationale for why these outcomes were included in the "Notes" column.
<i>Rationale</i>	Explain here the instrument(s) chosen, whether adaptations were made (and what they were), or if other measurements were chosen. If other instruments were chosen, please explain the rationale, including the extent the instruments' reliability and validity, feasibility, and relevance.

^a Please reference <https://www.chapinhall.org/wp-content/uploads/Measuring-Up-Youth-Outcomes-Project-Youth-Collaboratory-Chapin-Hall-Final-v8.pdf> for more comprehensive information on these measures. It is strongly encouraged to view p.4 of this document and click on the corresponding measure, which will take you to the place in the document where you can learn more about the measure, view the instrument, and learn how to administer it. ^b Please reference <https://files.eric.ed.gov/fulltext/ED514996.pdf> for more comprehensive information on these measures.